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ABSTRACT

This handbook acquaints special needs students with programs and opportunities available to help them make the transition from school to working. The guide helps students identify their personal strengths, identify goals for the future, determine skills needed to reach those goals, and determine help needed from others. The body of the guide consists of eight chapters. "Finding Out about Yourself" contains personal information sheets, an interest inventory, an employability rating chart, job readiness checklist, a transition checklist, and a leisure interests profile. "How To Get Vocational Training" lists educational services for vocational education. "A Few Tips for Those Who Want To Go to Work" identifies job seeking and job keeping suggestions, such as proper completion of an application, effective use of the telephone, and interview techniques. "Education Is a Lifelong Process" suggests continuing education choices, such as college courses. "There's More to Life" outlines potential community recreation and leisure activities. "On to Independent Living" focuses on living arrangements, care of personal health, and other personal management concerns. "Rights, Responsibilities and Advocacy" briefly outlines legal rights and due process. "Becoming Your Personal Best" provides a worksheet for transition planning. The handbook is designed to be used in conjunction with the "Community Resource Directory." (JDD)

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West End SELPA

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Preparing For The Future:
A STUDENT TRANSITION HANDBOOK

Working in cooperation with the following Districts:
Alta Loma, Central, Chaffey, Cucamonga, Mountain View, Mount Baldy, Etiwanda, Upland, Chino, Ontario-Montclair School Districts and Programs Operated by the San Bernardino County Superintendent of Schools

To Serve Students With Special Needs

WEST END
WE•SELPA
SPECIAL EDUCATION LOCAL PLAN AREA

Preparing For The Future:
A STUDENT TRANSITION HANDBOOK

Compiled by:

Deborah Cahill, Mt. View District & Dorothy Wheat, Chino District

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WEST END
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SPECIAL EDUCATION LOCAL PLAN AREA
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Preface

This guide was written to acquaint you, the student, with the many programs and opportunities available to help make the transition from school to working life a reality. It is a compliment to the Community Resource Directory, a guide to local, state, and federal agencies that you may wish to contact as you prepare for the world of work and independent living.

Acknowledgements

Appreciation is extended to Sally Hedberg of Tri-Selpas Job Project for the ideas inspired by her publication "Becoming Employable." In addition, special recognition is given to author Linda Williams and illustrator Salvador Hernandez for allowing us to share their student handbook, "Pathways to Your Future." Bonnie Russell of the Riverside County Superintendent of Schools Office, also deserves recognition for the inspiration her "Get That Job! - A Student Workbook in Job Hunting" provided us. Commendation is given to members of the West End Transition Task Force who wrote, researched, and compiled this information:

Deborah Cahill
Faye Davis
Joyce Schutten
Dorothy Wheat

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WEST END
WE•SELPA
SPECIAL EDUCATION LOCAL PLAN AREA
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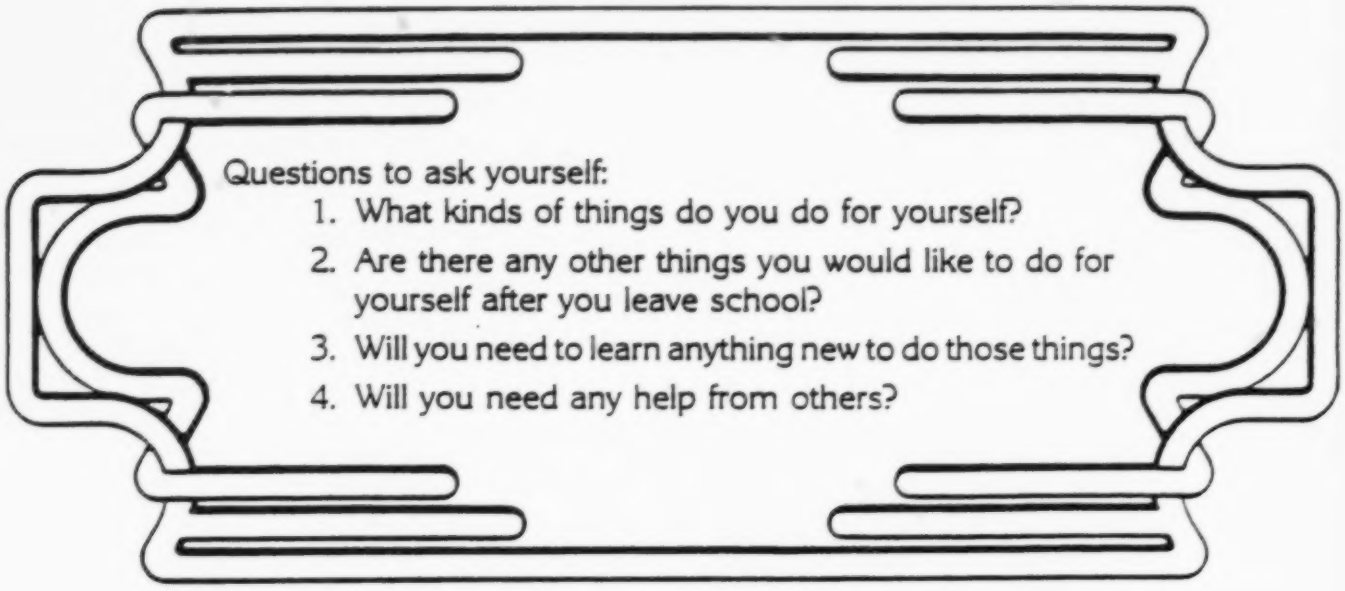
CHAPTER ONE

INTRODUCTION
(PLANNING YOUR FUTURE)



Questions to ask yourself:

1. What kinds of things do you do for yourself?
2. Are there any other things you would like to do for yourself after you leave school?
3. Will you need to learn anything new to do those things?
4. Will you need any help from others?

CHAPTER ONE

INTRODUCTION (PLANNING YOUR FUTURE)

Preparing for the Future: A Student Transition Handbook is a guide to help you in planning for the future. It will help:

- identify personal strengths (things you are good at)
- identify goals for the future (what you want to do)
- decide what skills are needed to reach those goals (things to help you get there)
- decide whether or not you need help from others (know when to ask for help)

This handbook will help you to plan for your transition (change) from school to adult life. There may be some things that you will need help with. Remember, there are many people who care about you and will help you. The important person in this plan is you!

CHAPTER TWO

FINDING OUT ABOUT YOURSELF
(Personal Information Sheets, Surveys, & Vocational Assessment)

Questions to ask yourself:

1. Where do you work or go to school now?
2. Where do you want to work or go to school after you leave school?
3. What will you need to learn to work or go to school there?
4. What kinds of help will you need from others?

CHAPTER TWO

FINDING OUT ABOUT YOURSELF (PERSONAL INFORMATION SHEETS, SURVEYS AND VOCATIONAL ASSESSMENT

*Personal Information Sheets:

The first thing that you should know is who you are. You may want to use the worksheets that are included in this section to record personal information about yourself. Middle school students may find the "Who Am I" sheet appropriate, while high school students may prefer the "Personal Information Sheet".

*Surveys:

Another way of finding out about yourself is to use a number of personal surveys. These surveys include questions about your interests, work experience, values and attitudes, personality, goals, etc. Note: A survey may also be called an inventory rating chart, checklist or profile. Some sample surveys are provided to get you started. These include:

* Interest Inventory
* Employability Rating Chart
* Job Readiness Checklist
* Transition Checklist for Young Adults
* Leisure Interests Profile

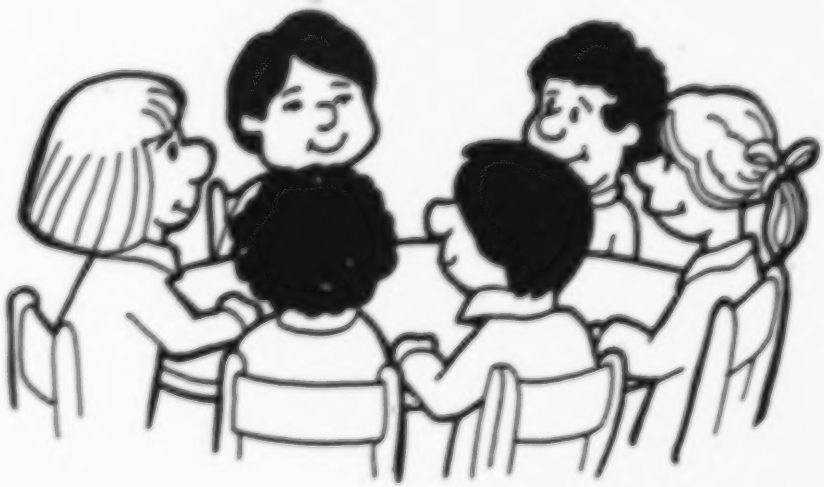
If it is hard for you to read and understand some of the questions in these surveys, ask someone to help. It is not necessary to do all surveys which are in this book. Your teacher may tell you which ones s/he would like you to do.

*Vocational Assessment:

In high school, it is the job of your school district to provide you with a vocational assessment. A vocational assessment helps you understand what jobs you are interested in and what you are good at. This will be useful in deciding what jobs you will actually seek. Vocational assessment may include being asked to:

- Talk about your likes and skills
- Show your ability to perform certain tasks
- Read questions and write answers so that your skills can be measured

When you are having a vocational assessment, DON'T WORRY that there are right or wrong answers to questions you may be asked. They are just tools to help you develop a clearer picture of the "real you".



"WHO AM I?"
A Personal Information Sheet
For Middle School/Junior High Students

This worksheet will help you to record important information about yourself.

NAME_____ DATE_____

ADDRESS_____

CITY_____ STATE_____ COUNTY_____ ZIP_____

PHONE_____ SEX___ HEIGHT_____ WEIGHT_____

BIRTHDATE_____ BIRTHPLACE_____

AGE_____ SOCIAL SECURITY NO._____

MOTHER'S MAIDEN NAME_____ OCCUPATION_____

FATHER'S NAME_____ OCCUPATION_____

NAMES AND AGES OF BROTHERS AND SISTERS_____

_____

HOBBIES AND INTERESTS:_____

FAVORITES:

SCHOOL SUBJECT_____ HOLIDAY_____

SONG_____ SPORT_____

FOOD_____ COLOR_____

TV PROGRAM_____ ACTIVITY_____

THREE (3) THINGS I'M GOOD AT:

_____

_____

_____

THREE (3) THINGS I'M NOT SO GOOD AT:

_____

_____

_____

PERSONAL INFORMATION
SHEET
For High School Students

This worksheet will help you to record important information about yourself.

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

TELEPHONE _____ SOC. SEC. NO. _____ HOW LONG AT THIS ADDRESS? _____

DRIVERS LICENSE NO. _____ AGE _____

DATE OF BIRTH _____ HEIGHT _____ FEET _____ INCHES _____
MONTH DATE YEAR

PLACE OF BIRTH _____ WEIGHT _____
CITY STATE

FATHER'S NAME _____
FIRST MIDDLE LAST

OCCUPATION _____ EMPLOYER _____

MOTHER'S NAME _____
FIRST MIDDLE LAST

OCCUPATION _____ EMPLOYER _____

LANGUAGES YOU SPEAK OTHER THAN ENGLISH _____

NAME OF HIGH SCHOOL _____

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

SCHOOL PHONE _____ HIGHEST GRADE YOU HAVE COMPLETED ____

SCHOOL COURSES WHICH HELPED PREPARE YOU FOR A JOB

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

PERSONAL INFORMATION SHEET (continued)

SCHOOL ACTIVITIES YOU HAVE BEEN IN:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

LIST ANY SPECIAL SKILLS YOU HAVE (TYPE 40 W.P.M., OPERATE TRACTOR, KNOWLEDGE
OF AUTOMOBILE TOOLS, RESPONSIBLE, ORGANIZED, ETC...)

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

PHYSICAL HANDICAPS (glasses, hearing aid, serious illness) _____

_____

_____

DOCTOR'S NAME _____ TELEPHONE _____

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

WORK EXPERIENCE (LAST ONE FIRST)

FROM _____ TO _____ EMPLOYER _____

JOB _____ HOURS PER WEEK _____

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

REASON LEFT _____

FROM _____ TO _____ EMPLOYER _____

JOB _____ HOURS PER WEEK _____

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

REASON LEFT _____

PERSONAL INFORMATION SHEET (continued)

FROM _____ TO _____ EMPLOYER _____

JOB _____ HOURS PER WEEK _____

ADDRESS _____
NUMBER/STREET CITY STATE ZIP

PERSONAL REFERENCE (not relation, peers, or person known less than one year)

NAME _____

HOME ADDRESS _____
NUMBER/STREET CITY STATE ZIP

OCCUPATION _____ YEARS KNOWN _____

NAME _____

HOME ADDRESS _____
NUMBER/STREET CITY STATE ZIP

OCCUPATION _____ YEARS KNOWN _____

NAME _____

HOME ADDRESS _____
NUMBER/STREET CITY STATE ZIP

OCCUPATION _____ YEARS KNOWN _____

OTHER INFORMATION

_____

_____

_____

_____

_____

_____

_____

INTEREST INVENTORY

This inventory will help you to think about what things you like to do best.

Name_____ Date _____ Age _____

1. My school record shows:

   A. Average grade in English _____.
   B. Average grade in Social Studies _____.
   C. Average grade in Mathematics _____.
   D. Average two favorite school subjects (art, shop, etc.) and average grade in each are:

      1. _____ Grade _____

      2. _____ Grade _____

2. School activities (sports, plays, club work, etc.) are also important.

   A. My favorite school activity is _____.

   It interests me because _____

   _____

   I have held these offices or responsibilities: _____

   _____

3. My favorite three hobbies (cooking, carpentry, photography, etc.) are:

   A. _____

   B. _____

   C. _____

4. What I like to do best outside of work and school (play softball, surf, listen to the radio, work on a car, etc.):

   A. _____

   B. _____

5. What skills (typing, fixing people's hair, yard work, singing, playing
   a musical instrument) do I have?

   A. _____

   B _____

INTEREST INVENTORY (continued)

6. What course of study or special training (business, art, music, aviation, shop, etc.) would I take if could?

   A. _____

   B. _____

7. Has anyone ever told me that I was especially good at doing any one thing (getting along with people, acting, speaking, playing the piano, etc.)? If so, what?

   A. _____

   B. _____

   How I feel about this suggestion _____

   _____

   _____

8. Have members of my family suggested any particular career for me?

   _____

   I have been interested in it since _____

9. Part-time jobs I have had:

   A. Job #1: _____

      1. I did (did not) like this job because _____

      _____

   B. Job #2: _____

      1. I did (did not) like this job because _____

      _____

      2. I might be interested in this field because _____

      _____

10. What part-time job was I most helpful and useful to my boss? _____

    _____

11. What would I like to do for a living? Why? _____

    _____

INTEREST INVENTORY (continued)

12. Different jobs require different types of reading.

A. The newspapers I read are: _____

B. The parts I read are: _____

C. Three books (not school books) I read and especially liked are:

1. _____

2. _____

3. _____

13. Television and radio programs I like are:

1. _____

2. _____

3. _____

14. I will check the activities in the list below and tell why I especially like them:

_____1. Working outdoors _____

_____2. Writing _____

_____3. Solving puzzles _____

_____4. Being always on the go _____

_____5. Using tools _____

_____6. Meeting many people _____

_____7. Repairing things _____

_____8. Making speeches _____

_____9. Doing research work _____

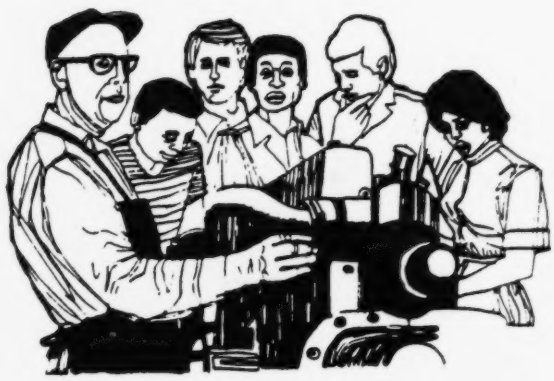
____10. Facing danger _____

____11. Working at many things _____

____12. Doing new things all the time _____

15. Given a choice of jobs relating to a radio or garment, check 2 items below which you would prefer to do.

_____ Make it	_____ Plan (or design it)
_____ Sell it	_____ Repair it
_____ Improve it practically	_____ Use it
_____ Draw a picture of it	_____ Improve its beauty
_____ Write about it	_____ Teach others about it
_____ Buy it	_____ Write ads about it



EMPLOYABILITY RATING CHART

This is a chart to help you see if you have some of the skills which are important for the world of work. Read the four choices under each item on the chart. Choose the one that sounds the most like you. Place a check by the number of your choice. Then show the chart to a teacher and a parent. Discuss with them how their choices would compare with yours.

A. Cooperation: Do I work well with others?

_____ 1. I work harmoniously with others in <u>all</u> work and activities.

_____ 2. I work satisfactorily in <u>most</u> group activities.

_____ 3. I work well with others in activities <u>which interest me</u>.

_____ 4. I do not work well with others.

B. Dependability: Can I be depended upon to do my share? To be where I'm supposed to be when I am supposed to be there?

_____ 1. I am reliable at <u>all</u> times, honest, truthful, rarely absent or tardy.

_____ 2. I am <u>usually</u> honest, truthful, reliable, on time.

_____ 3. I am good intentioned, but <u>sometimes</u> undependable.

_____ 4. I need to be watched, can't be trusted, often tardy, absent.

C. Disposition: Is my temperament the same whether the work is easy or difficult?

_____ 1. I am <u>always</u> calm, good-natured.

_____ 2. I am <u>usually</u> calm and good-natured.

_____ 3. I am <u>occasionally</u> out-of-sorts, and fly off the handle.

_____ 4. I am unpredictable, lose my temper easily.

D. Ambition: Am I eager to get ahead?

_____ 1. I <u>always</u> want to be a success and am willing to work hard.

_____ 2. I <u>usually</u> want to get ahead.

EMPLOYABILITY RATING CHART (continued)

____ 3. I sometimes do not have ambition and don't care.

____ 4. I am happy with just "getting by".

E. Initiative: Am I willing to take complete responsibility for my work?

____ 1. I see what should be done and do it enthusiastically.

____ 2. I usually see what should be done and do it.

____ 3. I am often willing to do my part after being told what needs to be done.

____ 4. I have to be prodded into doing the job

F. Stick-To-Itiveness: Will the I stick to the work even if it is dull and routine?

____ 1. I realize that any job has its routine and dull duties and am willing to do them.

____ 2. I usually can be depended on to do routine work without griping.

____ 3. I gripe a good deal but generally complete whatever is assigned.

____ 4. I often refuse to do work that is boring or uninteresting to me.

G. Right Attitude: Am I enthusiastic and eager to do a good job?

____ 1. I am enthusiastic about learning, eager to do the work well.

____ 2. I am usually enthusiastic about learning, eager to do the work well.

____ 3. I sometimes need to be talked into doing my work.

____ 4. I have the "what's-there-in-it-for-me" attitude; I don't care.

EMPLOYABILITY RATING CHART (continued)

H. Courtesy: Am I considerate of others?

_____ 1. I am always polite and considerate of others.

_____ 2. I am usually polite and considerate of others.

_____ 3. I am occasionally rude and impolite.

_____ 4. I am often rude and impolite.

I. Appearance: Am I well-groomed and appropriately dressed?

_____ 1. I am always clean, hair combed, nails clean, etc., in public; I wear clothes suitable for the occasion.

_____ 2. I am usually clean, well-groomed; I wear suitable clothes.

_____ 3. Sometimes I don't shine shoes, comb hair, wear right clothes.

_____ 4. I usually have something wrong with clothing, appearance.

J. Health: Am I in top physical condition?

_____ 1. I have an A-1 health rating; am energetic and am full of vim and vigor.

_____ 2. I am usually in top physical condition.

_____ 3. I sometimes show lack of sleep or proper diet.

_____ 4. I often have something wrong: a cold, headache, etc., tire easily; seem to feel bad often.

* Modified from Personality Quotient Rating Chart by Susan Franklin, Chino Unified School District

JOB READINESS CHECKLIST

NAME: _____ SCHOOL _____

ADDRESS: _____

TELEPHONE: _____ DATE OF BIRTH: _____

The skills below are important in getting and keeping a job. Check those that you feel sound like you. Then show it to a teacher and a parent. Discuss with them who their answers would compare with yours.

Social Skill/Behaviors

1. I adhere to rules and regulations ____
2. I respect rights and property of others ____
3. I attempt to cooperate with others ____
4. I express myself effectively ____
5. I listen and respond appropriately ____
6. I accept correction or advice ____
7. I behave appropriately in public ____

Work Habits

1. I attend regularly ____
2. I am punctual ____
3. I Follow instructions ____
4. I retain instructions from day to day ____
5. I Work independently ____
6. I begin and finish tasks within time frame ____
7. I adjust to competitive work situations ____
8. I ask for help when needed ____
9. I make appropriate decisions ____
10. I practice good safety habits ____
11. I show initiative ____

Grooming/Hygiene/Health

1. I dresse appropriately ____
2. I have good grooming/personal/hygiene ____

Personal Development

1. I show honesty ____
2. I accept responsibility for my own actions ____
3. I express feelings of worth ____

JOB READINESS CHECKLIST (continued)

Career Education

1. I choose potential job/career goals through:
   a. identification of interests ____
   b. identification of abilities ____
   c. exploration and evaluation of potential jobs/careers ____

2. I successfully and completely fill in job applications ____

3. I demonstrate good job interviewing skills ____

4. I express knowledge of job keeping skills ____

Vocational Education/Training

1. I demonstrate vocational skills through:
   a. participation in industrial arts, business, home economics or agricultural course or ____
   b. participation in R.O.P course ____

Work Experience

1. I practice positive work habits and skills through:
   a. on-campus work training experiences ____
   b. community-bases work training experience ____

TRANSITION CHECKLIST FOR PARENTS AND YOUNG ADULTS

Adapted from the TAPP Project by The Center on Human Policy
Syracuse University

Check the things that sound like you. Then show to a teacher and a parent. Discuss with them how their answers would compare with theirs.

DOMESTIC SKILLS - I can:

_____ prepare a breakfast, lunch, supper, snack, pack a lunch

_____ clean own room, apartment

_____ do laundry, using washer, dryer, iron

_____ make meal plans

_____ budget time

VOCATIONAL SKILLS - I can:

_____ get to/from work on time

_____ punch/sign-in appropriately

_____ perform work satisfactorily

_____ take break/lunch appropriately

_____ wear suitable clothing

_____ use appropriate safety procedures

_____ follow directions

_____ accept supervision

RECREATION/LEISURE - I can:

_____ use free time for pleasure

_____ choose reasonable activities

_____ pick a hobby

_____ perform required activities

_____ use community resources

TRANSITION CHECKLIST (continued)

COMMUNITY SKILLS - I can:

_____ use public transportation

_____ shop for groceries, clothing

_____ make necessary appointments

_____ use phone

_____ use bank accounts

_____ be safe in traffic, among strangers

_____ know how to seek help

_____ handle money

SOCIAL/PERSONAL SKILLS - I can:

_____ supply appropriate personal identification, if necessary

_____ greet people appropriately

_____ use contemporary style of dress, hair style, make-up

_____ use good grooming, hygiene skills

_____ "talk" with friends/co-workers

_____ make and maintain friendships

_____ be courteous

_____ be a responsible adult

_____ be happy

LEISURE INTERESTS PROFILE

Purpose:

This activity will give you some ideas about your leisure interests.

Activity:

Some leisure activities are listed on the chart below. Circle the ones you like. List any other activities you like to do that are not listed.

1. GAMES
Indoor target & skills (darts),table and board games (checkers), knowledge and word puzzles, model racing.
Other_____

2. SPORTS
Individual (bowling), dual sports (tennis), combative (wrestling), team (softball), individual (boating), physical fitness, professional sports, observation.
Other_____

3. NATURE
Passive enjoyment (scenery, wildlife), observation, discovery, gathering, gardening, natural science, fishing, trapping, hunting
Other_____

4. COLLECTING
Autographs, posters, photos, models, dolls, art, antiques, coins & medals, bottle caps, recipes, stamps.
Other_____

5. CRAFTS
Cooking & food crafts, decorating, paper crafts, leather & textile, toy, model & kit assembly, wood & metal working.
Other_____

6. ART/MUSIC
Art books, music books, records/tapes listening, photography, drawing, painting, printing, sculpture & carving, drama, dance, writing.
Other_____

7. ENTERTAINMENT/CULTURAL
Radio, t.v., museums, entertainment, drama activities, traveling, self-development courses.
Other_____

8. VOLUNTEER
Meals-On-Wheels, candy striper, tutoring.
Other_____

9. ORGANIZATION/CLUB PARTICIPATION
Political groups, religious groups, ethnic organizations, athletic & sports clubs, hobby groups, special interest groups.

CHAPTER THREE

HOW TO GET VOCATIONAL TRAINING
(CHOICES FOR TRAINING IN A CERTAIN JOB)

Questions to ask yourself:

1. What kind of vocational training have you already completed?
2. What other types of job training do you need?

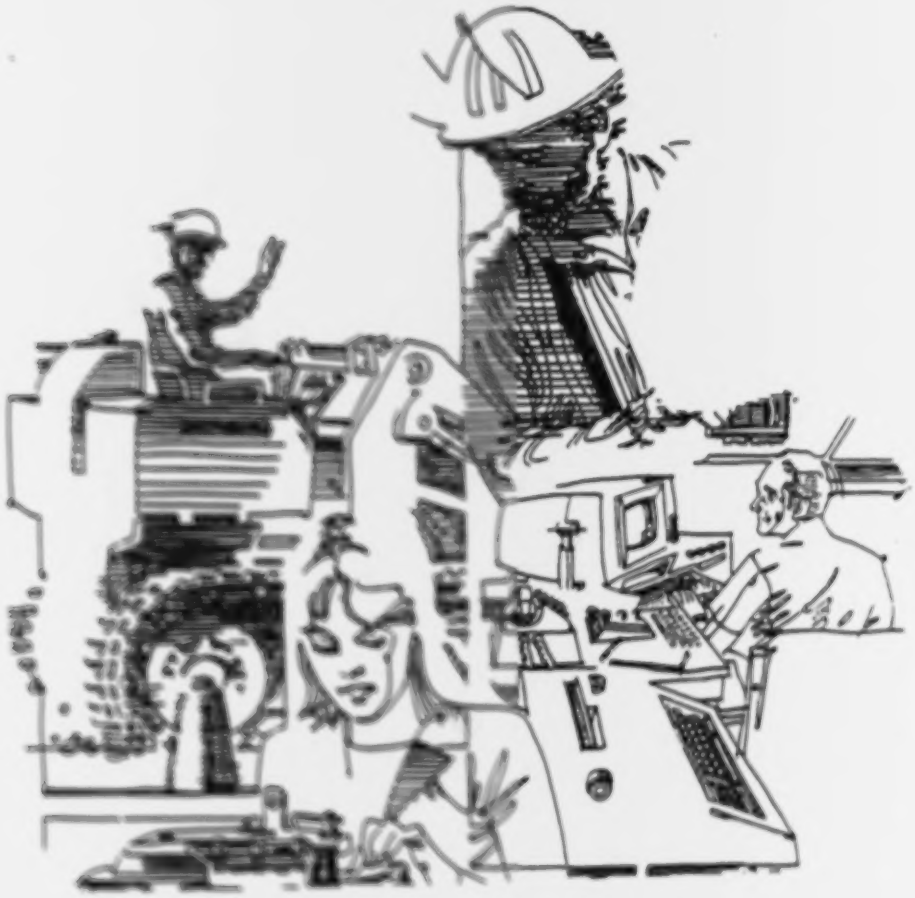
CHAPTER THREE

HOW TO GET VOCATIONAL TRAINING (CHOICES FOR TRAINING IN A CERTAIN JOB)

Here are some ideas:

- Vocational Classes
  During your middle school years be sure to take courses in vocational education such as: industrial arts, home arts, computer science, typing, or any other electives designed, to teach specific job skills. You should keep taking those classes of interest to you throughout your high school years.

- Regional Occupational Program (ROP)
  This job training program offers training in areas such as: banking, retailing, landscaping, floral design, automotives, restaurant management, secretarial skills, etc. Most classes are in daily blocks of two to three hours. These classes are usually taught in the community job site. School credit is available. This program is for students 16 years or older.



- Department of Rehabilitation (DR)
  This agency assists individuals with disabilities to get and keep a job. They can provide many services and will pay for vocational training, if needed.

- Employment Development Department (EDD)
  This agency helps people to find jobs, receive unemployment benefits, and processes the forms for Targeted Job Tax Credits.

- Employment Training Agency (ETA)
  This agency provides service under the Job Training Partnership Act (JTPA) for youths aged 14-21. Employment opportunities with public and private worksites are available to develop good work habits, attitudes, and skills. Adults are also eligible for their services if they meet the agency's rules to work with them.

- Work Experience
  This is an elective class that allows you to earn credit for your off campus job with an employer. You are required to attend the work experience class at least once a week and receive "related instruction" on job seeking and keeping.

- Project Workability
  This project provides job placement for special needs students, age 16-22. The major focus is on placing graduating high school seniors into part or full time jobs..

- Career Passport
  This is a a computerized resume. It is a way for students to make a resume that matches their skills and experiences with a particular job in a matter of minutes!

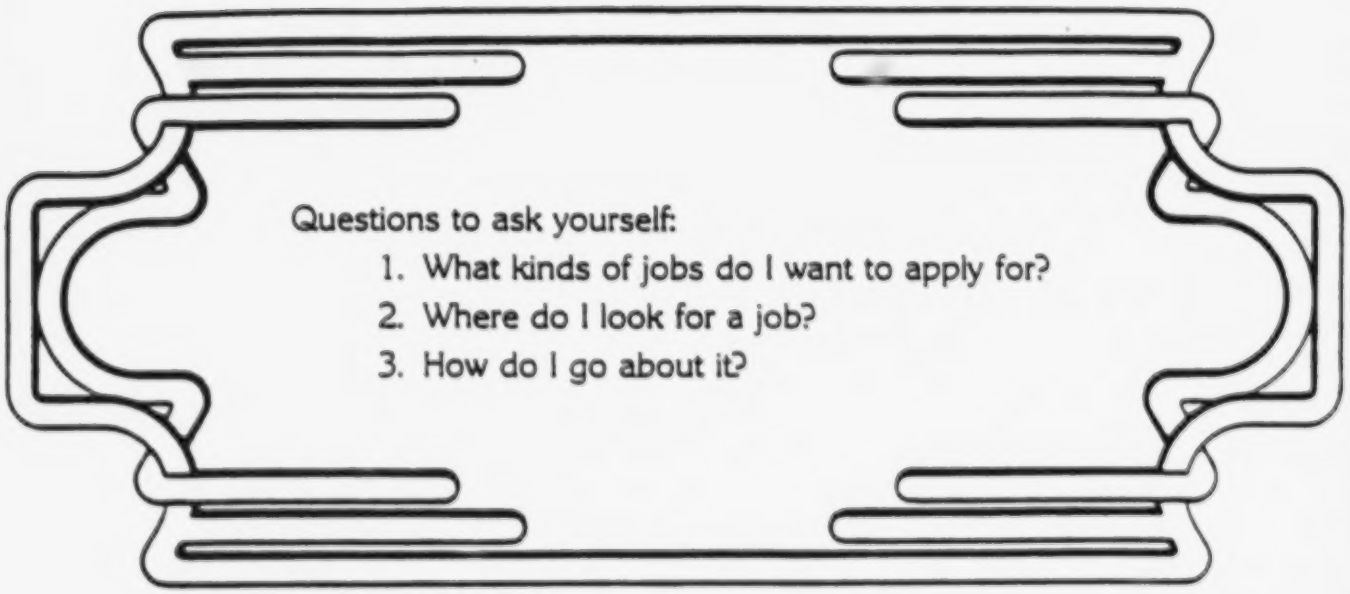
- Apprenticeships
  These are available for a number of occupations such as carpenter, barber, electrician, meatcutter, operating engineer, plumber, etc. You may obtain information about these programs at your high school career center or the public library.

- Vocational-Trade-Technical Schools
  Schools that offer only career training are called "trade and technical schools". Practical knowledge and hands-on application are taught in training programs where students often learn by solving real work problems in a job-like setting. Training is condensed and only courses related to your career choice are required. Trade and technical schools charge tuition. Their emphasis is on placement of their graduates in jobs in fields such as: cosmetology, real estate, business, modeling, paramedical, paralegal, dental assistance, etc.

- Community Colleges
  Technical vocational training is available at local community colleges. It prepares students for employment in occupations requiring two years of study or less. For a list of community colleges in your area see your high school counselor.

CHAPTER FOUR

A FEW TIPS FOR THOSE WHO WANT TO GO TO WORK (JOB SEEKING AND KEEPING)



Questions to ask yourself:

1. What kinds of jobs do I want to apply for?
2. Where do I look for a job?
3. How do I go about it?

CHAPTER FOUR

A FEW TIPS FOR THOSE WHO WANT TO GO TO WORK
JOB SEEKING AND KEEPING

Some of the steps and information you will need in order to get a job will be
covered in this section. The next few pages will tell you about:

I. Social Security Cards

II. Work Permits

III. Personal data sheets

IV. Job applications and letters

V. Where to look for a job

VI. Tips for the phone

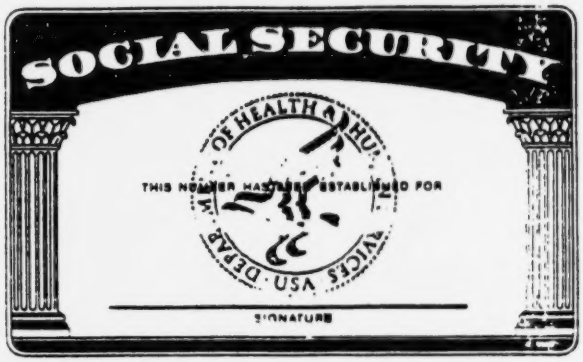
VII. Resumes

VIII. Interview Techniques

IX. Thank you letters and follow-up letters

I. SOCIAL SECURITY CARD

Everyone needs a Social Security Card with a Social Security Number on it. You will use this number all of your life. You need this card and number to get a job, apply for unemployment insurance, enter college and for your income tax return forms. You can get an application for a S.S. # at the Social Security Office near you.



II. WORK PERMIT APPLICATION

Once you are hired, you need to apply for a WORK PERMIT at your school. Everyone under 18, (a minor), must have a work permit for the job while he or she is working. Work experience teachers and counselors have WORK PERMIT REQUEST forms. If you think you are going to get the job, take the request form with you to be signed by the employer.

WORK PERMIT APPLICATION

GET A WORK PERMIT

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Form No. 81-1 (Rev. 1-76)

Request for Work Permit and Statement of Intent to Employ Minor

TYPE OF STUDENT:

Regular
Work Exp. ed.
Vacation employee
Exempted student

Name of minor (last name first) | Sex | Social Security Number

Street address | City | ZIP code | County | Home phone

Age of minor | Date of birth | Proof of age accepted | School district

School of attendance | School address | ZIP code | School phone

Name of company (Employer) | Street | ZIP code

City

Employer's phone number | Kind of work minor to perform | Employer's signature

Starting wages | Employer's Workers' Compensation Carrier

Hours of employment (per day):

Monday through Friday _____ Saturday _____ Sunday _____ Weekly total _____

PARENT'S SIGNED STATEMENT

I let minor is being employed at work described herein with my full knowledge and consent, and I request a work permit be issued.

Date _____ Signature of parent or guardian _____

III. PERSONAL DATA SHEET

The information on your PERSONAL DATE SHEET helps you fill in the blanks on the job application form. Take this sheet with you when you go apply for a job!

PERSONAL DATA SHEET

Name _____
Address _____
City/State _____ Zip _____
Phone _____ S.S # _____
Birthplace _____ D.O.B. ___
Father's Name _____
Mother's Maiden Name _____
Driver's License # _____
Height _____ Weight _____
Doctor _____
Insurance Co. _____

EDUCATION:

High School _____
Address _____
_____ Zip _____
Phone _____ Dates _____
Training _____
Address _____
Phone _____ Dates _____
Job Related Subjects _____
_____
_____

WORK EXPERIENCE: (Paid & Voluntary)

Employer _____
Address _____
_____ Zip _____
Phone _____
Date Began _____ Ended ____
Job _____
Employer _____
Address _____
_____ Zip _____
Phone _____
Date Began _____ Ended _____
Job _____

Employer _____
Address _____
_____ Zip _____
Phone _____
Date Began _____ Ended _____
Job _____

REFERENCES:

Name _____
Address _____
_____ Zip _____
Phone _____
Occupation _____
Name _____
Address _____
_____ Zip _____
Phone _____
Occupation _____
Name _____
Address _____
_____ Zip _____
Phone _____
Occupation _____

IN CASE OF EMERGENCY, NOTIFY:

Name _____
Address _____
_____ Zip _____
Phone _____ Relation _____

OTHER INFORMATION:

_____
_____
_____
_____
_____
_____
_____
_____

Fill in the data sheet and fold it into three sections. It fits in your wallet for easy use.

IV. JOB APPLICATIONS AND LETTERS

DIRECTIONS ON HOW TO COMPLETE A JOB APPLICATION FORM

Most companies have you fill out an application form when you apply for a job. The information can be divided into different parts. The first part is usually called:

PERSONAL INFORMATION

1. All applications should be neat, easily read and in ink - not pencil.

2. Some employers want you to fill out the application at their place of business. Some employers will let you take the application home to complete. Try to do this because you can take your time and make sure it is neat and legible.

3. Personal information includes your S.S.# and sometimes your birth-date. Here, they only ask if you are over 18 years of age.

4. It is best to PRINT even if they don't say you are to print.

APPLICATION FOR EMPLOYMENT
(Pre-Employment Questionnaire) (An Equal Opportunity Employer)

PERSONAL INFORMATION

Date _____

Name _____ Social Security # _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone _____ Are You 18 Years Or Older Yes No

SPECIAL QUESTIONS AND PHYSICAL RECORD

1. The law now says that employers may not ask questions that may be used to hire or not hire a person because of age, sex, religion, race, marital status or physical handicap unless it is related to the job duties. An Equal Opportunity Employer (E.O.E) is one that hires people of any race, color, religion, sex, marital status, age or handicap.

2. You do not have to answer questions that are related to sex, age, marital status, race, handicap or religion. Put a line through that question if you do not want to answer it.

JOB APPLICATIONS AND LETTERS (continued)

SPECIAL QUESTIONS

DO NOT ANSWER ANY OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS CHECKED A BOX PRECEDING A QUESTION. THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION OR DICTATED BY NATIONAL SECURITY LAWS OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

Height _____ feet _____ inches Citizen of U.S _____ Yes _____ No

Weight _____ lbs. Date of Birth _____

What Foreign Languages do you speak fluently? _____

Read _____ Write _____

*The Age Discrimination Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

PHYSICAL RECORD

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? YES NO

PLEASE DESCRIBE: _____

_____

IN CASE OF
EMERGENCY NOTIFY _____
Name Address Phone No.

REMEMBER:

YOU ARE THE BEST JUDGE OF WHAT YOU CAN AND CANNOT DO.

JOB APPLICATIONS AND LETTERS (continued)

EDUCATION AND GENERAL QUESTIONS

1. If you haven't graduated from high school yet, put no. If it is just a week or so away, put yes and then the date.

2. List any classes that might relate to the job - business or vocational.

3. Spelling is important - - Make sure you know how to spell important information.

4. Draw a line after the questions that you do not have an answer to - for example, college. This lets the employer know you have not attended college, but you are filling out the application completely.

5. Write N.A. N.A. stands for Not Applicable - or "does not apply to me"

EDUCATION	NAME AND LOCATION OF SCHOOLS	NO OF YEARS ATTENDED	DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				
GENERAL Subjects of Special Study or Research Work				

U.S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

JOB APPLICATIONS AND LETTERS (continued)

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HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				
GENERAL Subjects of Special Study or Research Work				

U.S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

JOB APPLICATIONS AND LETTERS (continued)

FORMER EMPLOYERS AND EMPLOYMENT DESIRED

1. The most recent employer is listed first.

2. Volunteer work experience can be listed if you have not had much paid work experience. This section is sometimes called Work Experience.

3. When you have had very little experience, you may also list jobs like babysitting, lawn mowing, or paper routes. This shows that you are use to working.

4. Dates of employment tell the company when you were and were not working. Once you become a full-time employee, and there is a gap of time, they want to know why.

FORMER EMPLOYERS (List Below Last Four Employers, Starting With Las: One First)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

1. It is best to apply for a certain job or position. "Any job" as an answer shows poor career goals and means you may not stay long at that job. Employers want their good workers to stay.

2. Be aware of what the "going wages" are for that position. Check the want ads and your friends to find out what the salary is for the job you want.

EMPLOYMENT DESIRED

POSITION	DATE YOU CAN START	SALARY DESIRED
ARE YOU EMPLOYED NOW?	IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?	
EVER APPLIED TO THIS COMPANY BEFORE?	WHERE?	WHEN?

JOB APPLICATIONS AND LETTERS (continued)

REFERENCES

1. Before you list someone as a reference, ask them if you may use their name as a reference.

2. Ask people who know you and have shown a liking for you and your work and personal strengths.

3. It is better to use adults rather than high school friends.

4. Teachers, counselors, neighbors and former business friends are good choices for references.

5. Relatives are not to be used.

6. Sometimes former employers may be used. What they think about you and your work can help you get another job. How you leave a job is very important!

REFERENCES: Give The Names Of Three Persons Not Related To You Whom You Have Known At Least One Year.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1.				
2.				
3.				

1. Read the statement below very carefully. It states: a) you told the truth; b) they can check on anything you wrote down and call people listed; and c) this job is not for any certain time.

2. Signature means write your name in cursive.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

Date_____ Signature_____

DON'T WRITE HERE

This area is used by the company to record what was done. Some application forms even have an area where your neatness is judged.

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY: _____ DATE: _____

HIRED: YES NO POSITION: _____ DEPARTMENT: _____

SALARY/WAGE: _____ DATE REPORTING TO: _____

APPROVED: 1. _____ 2. _____ 3. _____

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

GENERAL COMMENTS

1. Application forms go through a "Paper Screening". This means that if 20 people apply for a job, they use the applications to select the 5 best people to be interviewed.

2. Just because you apply for a job doesn't mean you will get an interview. Just because you get an interview doesn't mean you will get the job.

3. Make sure you proof read the application so that all the questions are filled in and accurate. If you make mistakes here or overlook questions, the employer may think you will overlook work tasks or make repeated mistakes as a worker.

NOW YOU ARE READY TO FILL IN YOUR OWN APPLICATION FORM
YOUR PERSONAL DATA CARD CAN BE A REAL HELP

Lucky STORES, INC.

Application for Employment

Equal Opportunity Employer

(Answer every question in full - write legibly)

POSITION FOR WHICH YOU ARE APPLYING _____ DATE: _____

1. (Print Name in Full) LAST NAME	FIRST NAME	MIDDLE NAME	2. SOCIAL SECURITY #	3. HOME PHONE	MESSAGE PHONE

4. Address (Number and Street) _____ City _____ State _____ Zip Code _____

Last Previous Address _____ How Long At Current Address? _____

5. Are you at least 18 years old? [ ] Yes [ ] No
If you are NOT at least 18 years old, do you have a "PERMIT TO WORK" form? [ ] Yes [ ] No

6. Will you accept part-time work? [ ] Yes [ ] No
What days and times, if any, are you **NOT** available to work?

7. Have you ever worked for any Division or subsidiary of Lucky Stores, Inc.?
When? _____
Where? _____

8. Do you have the legal right to work in the United States? [ ] Yes [ ] No
(Proof may be required after employment)

9. **Education** (Names and complete addresses of schools)

CIRCLE LAST GRADE COMPLETED
1 2 3 4 5 6 7 8 9 10 11 12

Last high school _____
Address _____ City _____ State _____ Did you graduate? _____

	MAJOR	YEARS COMPLETED	DEGREES
Jr. College, College or University			
Address _____ City _____ State _____			
TECHNICAL, VOCATIONAL, SCHOOL			
Address _____ City _____ State _____			

CURRENTLY TAKING COURSE(S)? [ ] Yes [ ] No

Other details of experience or training. Include other information on Adult Education Programs, etc.
School _____ Course _____ DEGREE OR CERTIFICATE _____
School _____ Course _____

10. Do you have any relatives employed by Lucky Stores, Inc. or its subsidiaries? [ ] Yes [ ] No

NAME	RELATIONSHIP	LOCATION

11. Do you have relatives who are employed by any other major supermarket chain? [ ] Yes [ ] No
NAME _____
NAME OF COMPANY _____
POSITION _____ LOCATION _____

12. **Physical Reference:** Do you have any physical condition(s) which may limit your ability to perform the job(s) applied for?
[ ] Yes [ ] No If YES, explain _____

13. Person to notify in case of an emergency?
Name _____
Address _____ City _____ State _____
PHONE (Include Area Code) _____

14. Have you been convicted of a felony? [ ] Yes [ ] No
In what city? _____
When? _____ Offense? _____
Disposition _____
NOTE: Such a conviction will not necessarily disqualify you from employment.

15. **Interests, skills, talents:**
Tell us about yourself - what is your occupational goal? What hobbies, skills or talents do you have? You may include volunteer work. Use separate sheet if necessary.

LUCKY STORES, INC.
SOUTHERN FOOD DIVISION

CONFIDENTIAL

APPLICANT FLOW INFORMATION REPORT

To assist Lucky Stores in monitoring your application, we would appreciate your completing the following information. This information is voluntary, confidential and will not affect your application for employment with Lucky Stores in any way.

My ethnic origin is:

_____ White
_____ Black
_____ Asian/Pacific Islander
_____ Hispanic (Spanish surname)
_____ American Indian

I am _____ Male
_____ Female

I learned of the position for which I am applying through:

_____ Walk in off the street
_____ Employee referral
_____ Response to advertisement
_____ Employment Agency (Identify)
_____
_____ Community Organization (Identify)
_____
_____ Employment Development Department

This information is requested for equal employment opportunity only.

Name (Please print): _____

Date: _____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP CODE

PERMANENT ADDRESS _____
STREET CITY STATE ZIP CODE

PHONE NO

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT (OMIT NAME OF SPOUSE) _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are 40 years of age or older.

EDUCATION	NAME AND LOCATION OF SCHOOL		DID YOU GRADUATE? *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

ACTIVITIES: CIVIC, ATHLETIC, ETC. _____
(EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, SEX, MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS)

(CONTINUED ON OTHER SIDE)

JOB APPLICATIONS AND LETTERS (continued)

TIPS FOR WRITING LETTERS OF APPLICATION OR INTEREST

Know the purpose of the letter. It is to:

1. Ask for an interview or
2. Ask for an application or
3. Send a resume and ask for an interview

The letter should be:

1. Written in ink or typed
2. On 8½ X 11 paper (white or ivory colored)
3. Brief
4. Neat and all words spelled correctly
5. Set up in specific format (see next page)

Then fold the letter into three sections and place into a legal size envelope.

JOB APPLICATIONS AND LETTERS (continued)

Date

Personnel Office (Person's name or job title of Co.)
Alpha Beta (Name of Co.)
3200 Soda Dr. (Street Address)
Ontario, Ca 91761 (City, State, Zip)

Dear Personnel Manager:

For the last eight months I have labeled and stacked more than 10,000 cans and packages. Now I'm ready to put my abilities to use for you. I would like to apply for a stock clerk position. (catchy opening) (what you are applying for)

Besides bagging groceries, I have been a stock clerk and trainee checker. I received a certificate with more than 115 hours in ROP Retail Merchandising. I never missed a day and was always on time. (statement of experience)

I have just graduated from high school and am interested in entering the food store business. I plan on taking a cashier checker class in September. (statement of experience)

I would appreciate an interview at your convenience. I can be reached at the address above or by telephone (714) 983-3554. (closing with phone number)

Sincerely,

John Doe (a pretend name)
Your Address
Your City, State, Zip

V. WHERE TO LOOK FOR A JOB

JOB LEADS

Where do you look when looking for a job? People, agencies and publications can lead you to a job. These people, agencies and publications are called job leads. There are many job leads in your community. Fill in the address or name of person, publication or agency that you might go to for a job lead.

LOCAL NEWSPAPER (classified ads) _____

EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD) _____

_____

_____

SCHOOL WORK EXPERIENCE PERSON COORDINATOR _____

PRIVATE EMPLOYMENT AGENCY _____

_____

_____

ADULT FRIEND/RELATIVES _____

_____

_____

YELLOW PAGES FOR THE JOB YOU WANT, WHAT CLASSIFICATION WOULD YOU LOOK UNDER? _____

_____

_____

SCHOOL COUNSELOR OR TEACHER _____

_____

OTHER LEADS? _____

_____

WHERE TO LOOK FOR A JOB (continued)

CLASSIFIED ADS

Classified ads are also called Want Ads. Classified ads tell about jobs that companies or people want to fill, or about people who want jobs, as well as advertisements for items to rent or buy, autos for sale, pets or equipment to buy, services and other notices.

When looking for a job, look in the classified ads section of the newspaper under:

HELP WANTED
EMPLOYMENT OPPORTUNITIES OR
EMPLOYMENT

When you want to advertise for employment, you can pay the newspaper company to "run" your advertisement under:

SITUATIONS WANTED OR
JOBS WANTED

Most newspapers list the ads in alphabetical order by job title. A very few large newspapers may list the jobs by job classification - Medical, Sales, Restaurant, Clerical, etc.

By now, you have listed 2 or 3 job titles you might be interested in. What else might they be called? Below is an example. List the two jobs you might be interested in and the possible listing.

JOB	POSSIBLE LISTINGS
COOK	RESTAURANT, COOK, CHEF, FAST FOOD

WHERE TO LOOK FOR A JOB (continued)

Reading classified ads is a new experience. Because the advertiser pays for the space used, many words are abbreviated. Also, there are many words used in the world or work that you may not know. On the following pages are a list of classified ads and abbreviations (a short way to use a long word). Use them to answer the questions on this matching quiz.

CLASSIFIED ADS QUIZ

1. To get the $3.60 per hour plus tips waitress job, who do you call?

_____

2. If you applied for the utility carpenter/laborer job, what phone number would you use?

_____

3. To be a typesetter, what number do you call and who do you ask for?

_____

4. Truck drivers need what type of driver's license and driving record with DMV?

_____

5. To apply for the tool designer job at the plastic injection molding company what must you do?

_____

6. Is experience necessary to be a Van-Go Dial-A-Life Driver?

_____

7. When would you apply for the waiter/waitress job at International House of Pancakes?

_____

8. Why would it be hard to apply for the child day care provider?

_____

9. What number would you call to ask about a $6 to $7 per hour day time window cleaning job?

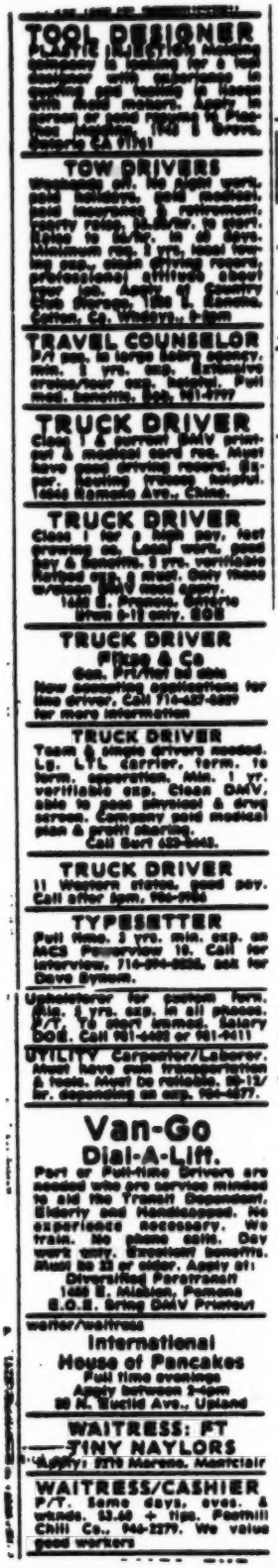
_____

10. What are some of the benefits for working for VOLT Temporary Services?

_____

WHERE TO LOOK FOR A JOB (continued)

CLASSIFIED ADS



TOOL DESIGNER
PLASTIC INJECTION Molding company is looking for a tool designer with experience in reading and loading in Mosaic with mold makers. Apply in person or send resume to Precision Mold, 1145 E. Grove, Orange CA 91761

TOW DRIVERS
Wages$6.00 hr. No night work, paid holidays, paid medical, paid insurance & retirement, yearly raise, $6.00/hr. to start, $7.00 to $8/hr. in 60 days. Minimum req. 1 yrs. local tow exp. many assist driving record, professional attitude about your job. Apply @ Century Tow Service, 1750 E. Sandhill, Colton, Ca. Wed9/13., 2-3pm

TRAVEL COUNSELOR
P/T pos. in large Ontario agency, min. 1 yrs. exp. Extensive cruise/tour exp. helpful. Full med. benefits. Exp. 981-9797

TRUCK DRIVER
Class I & current DMV printout & medical card req. Must have good driving record. $5/per. Loading required. Hospital. 1444 Riverside Ave., Chino.

TRUCK DRIVER
Class I for a high pay, fast growing co. Local work, good pay & benefits. 3 yrs. verifiable. Retired exp. a must. Only those w/clean DMV need apply. 1440 E. Francis, Ontario Drive 9-11 only. EOE

TRUCK DRIVER
Pikes & Co
Gen. Prefer 3d class
Now accepting applications for line driver. Call 714-627-6889 for more information

TRUCK DRIVER
Team & single drivers needed. Lg. LTL carrier, terrn. to terrn. operation. Min. 1 yr. verifiable exp. Clean DMV, able to pass physical & drug screen. Company paid medical plan & profit sharing. Call Bert 622-5445.

TRUCK DRIVER
11 Western states, good pay. Call after 5pm. 986-9984

TYPESETTER
Full time. 2 yrs. min. exp. on MCS Powerview 10. Call for interview, 714-894-8836, ask for Dave Bynum.

Upholsterer for custom furn. Bldg. 5 yrs. exp. in all phases. P/T. To start immed. Salary DOE. Call 981-6402 or 981-9411

UTILITY Carpenter/Laborer. Must have own transportation & tools. Must be reliable. 40-12/hr. depending on exp. 986-4877.

Van-Go
Dial-A-Lift.
Part or Full-time Drivers are needed who are service minded to aid the Transit Dependent, Elderly and Handicapped. No experience necessary. We train. No phone calls. Day work only. Excellent benefits. Must be 21 or older. Apply at: Diversified Paratransit 1405 E. Mission, Pomona E.O.E. Bring DMV Printout

waiter/waitress
International House of Pancakes
Full time openings
Apply between 2-4pm
80 N. Euclid Ave., Upland

WAITRESS: FT
TINY NAYLORS
Apply: 5110 Mission, Montclair

WAITRESS/CASHIER
P/T. Some days, eves. & weeds. $3.60 + tips. Foothill Chili Co., 946-2279. We value good workers

You must apply in person or send a resume.

Full time position with medical benefits.

Special license for truck drivers.

Profit sharing means you get some of the money the company earns, plus your wages.

Salary "depends on experience" (DOE).

Must have own transportation and tools

Part and full time positions. You must apply in person. Day work only.

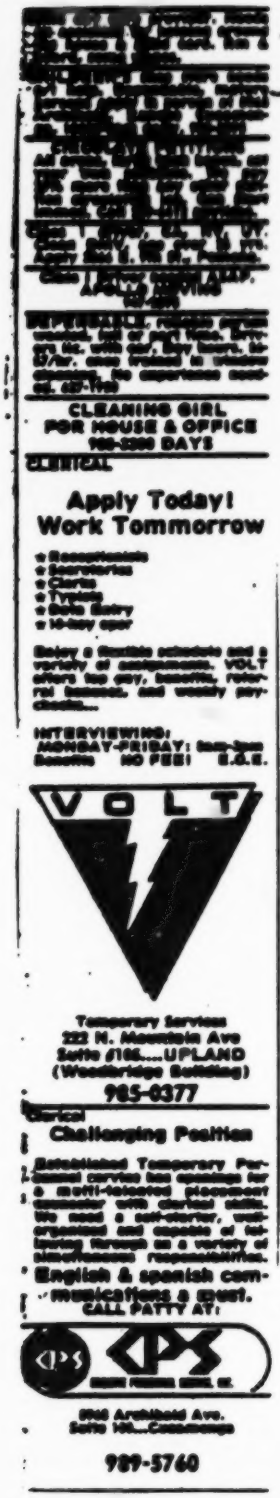
CLASSIFIED ADS

Cafeteria Worker On-Call

[illegible] Cafeteria Center is [illegible] [illegible] [illegible]

WHERE TO LOOK FOR A JOB (continued)

CLASSIFIED ADS



CLEANING GIRL
FOR HOUSE & OFFICE
DAYS

CLERICAL

Apply Today!
Work Tommorrow

- Receptionists
- Secretaries
- Clerks
- Typists
- Data Entry
- 10-key oper

INTERVIEWING:
MONDAY-FRIDAY;
NO FEE!

VOLT

Temporary Services
223 N. Mountain Ave
Suite #106....UPLAND
(Woodbridge Building)
985-0377

Challenging Position

English & spanish communications a must.
CALL PATTY AT:

CPS

989-5760

Not enough information given.

Part time position for a mature person. Mature usually means older and responsible person

Day time. Full or part time. Earn $6 to $7 once trained in window cleaning.

Equal Opportunity Employer.

Bilingual (English and Spanish) speaking, writing and reading skills.

CLASSIFIED AD ABBREVIATIONS AND WORK VOCABULARY

A.M.	Morning
APPLICANT	Someone who is asking for a job
APPT.	Appointment
ASST.	Assistant
BENEFITS	Additional things you get from employer
BNFTS, BFTS	Benefits
COMM	Commission
COMMISSION	Pay or earnings by percentage of sales
CONST	Construction
CO	Company
DEDUCTIONS	Money taken from earnings for taxes or fees
D.O.B.	Date of birth
DEPENDENT	People who depend on earnings to live
DISMISSAL	Fired, lay off, let go
DR LIC, DL	Driver's license
EARNINGS	Pay received for work done
EMPL	Employment
E.O.E.	Equal opportunity employer
EVGS	Evenings
EXC	Excellent
EXP, EXPD	Experienced
FICA	Federal Insurance Contributions Act
F/PD	Fee paid
FRINGE BENEFITS	Vacations, sick leave, holidays off, insurance
F/T	Full time
FULL TIME	Usually 40 hours per week, 5 days per week
GD	Good
GRAD	Graduate
GROSS PAY	Earnings one gets before deductions
HR, HRLY	Hourly
HS	High school
KNOWL	Knowledge
LIC	License
MAINT	Maintenance
MANUF, MFG	Manufacturing
MARITAL STATUS	Whether one is married, single or divorced
M/F	Male or female
MGR	Manager
MIN	Minimum
MO	Month
NEC	Necessary
NET PAY	Amount of earnings taken home
OPP	Opportunity
OVERTIME	Working longer hours than standard
PART TIME	Usually working less than 40 hours per week or less than 8 hours per day
PD	Paid
PERM	Permanent
PERMANENT	Employed to work for a long time

WHERE TO LOOK FOR A JOB (continued)

PERSONNEL	Office or people that deals with employment and employees
POS	Position
PREF	Preferred
P/T	Part time
QUALIFICATIONS	abilities, knowledge, skills, experience related to job
REF	References
REFERENCE	a person the employer may ask about applicant's qualifications
REQ., REQ'D	Required
RESUME	Short summary of one's job history and qualifications
SAL	Salary
SALARY	amount of money one makes - usually without overtime pay
SICK PAY	a fringe benefit - some pay while you are out ill
S.S. #	Social security number
SPOUSE	a person's husband or wife
STRIKE	To stop work and protest certain conditions
TEMP	Temporary
TEMPORARY	a job lasting a short or certain length of time
TRADE	Trainee
UNEMPLOYMENT	When not working - insurance can be collected
WAGES	Earnings paid to someone by the number of hours worked
WK	Week, work
WK HD	Work hard
W-4 FORM	Federal form claiming number of dependents and each dependent's name
YR	Year

OTHER METHODS TO FIND A JOB

If you do not use the classified ads and school leads from your counselor or work experience office, there are other ways of finding a job.

Besides classified ads, there are several other methods:

1. Asking friends, neighbors and relatives if they know of a job. Tell them what you are looking for.

2. Driving or walking around the industrial and business area near you. Look for signs in windows for "Help Wanted". If you see a place that interest you ask if they have any job openings.

3. Checking the yellow pages in your local telephone directory.

4. Going to the Employment Development Department (EDD). They have a bulletin board with many job openings listed under various headings. "Skilled Labor" "Unskilled Labor" "Clerical" "Professional".

5. Contacting private employment agencies. They usually charge to help you find a job.

VI. TIPS FOR THE TELEPHONE

1. You do the calling - don't use parents or friends as the go-betweens.

2. Be prepared - write out what you want to say.

3. Be brief

4. Organize yourself -
   - Your name
   - Why you are calling
   - Information you want to know
     - Hours of work
     - Work tasks (duties of the job)
     - Where you will work
     - Pay
   - Information about you for the employer
     - Experience
     - Training

5. How to apply for the job
   - Who to contact - get a name
   - When to come in - get a time and date
   - "When may I call you?"

VII. RESUME

A resume is a personal advertisement. It's a summary of your education, experience and skills. Some employers want you to send a resume to them instead of a job application. A resume is needed for more business or managerial type of jobs. A resume can help you fill out a job application just like a Personal Data Card.

Below are some hints in making your own resume.

1. Keep it brief and one page only.

2. Type it

3. Proofre[illegible] spelling and typing errors.

4. Use whi[illegible] X it.

5. If you o[illegible] equipment, computers, tools, or speak a foreign [illegible] under Special Job Related Skills.

6. List yo[illegible] in order of the most recent (chronologically).

SAMPLE OF RESUME

John Doe
4324 Birch Avenue
Ontario, Ca. 91761
(714) 781-3230

Position Objective:	Clerk-Typist
EDUCATION:	
1983-1987	Chaffey High School Ontario, Ca Graduated June, 1987
1986-1987	ROP - Business Computers Certificate
EXPERIENCE:	
June, 1986-Sept. 1986	Shakey's 5298 Mission Blvd. Ontario, Ca 91761 Took orders and prepared food
June, 1985-Sept. 1985	Boys Club 4730 5th St. Ontario, Ca 91761 Aide
SPECIAL SKILLS:	Type 50 wpm Operate Apple and IBM Bilingual - Spanish

VIII. INTERVIEW TECHNIQUES

THE WALK IN

Sometimes you answer classified ad or just go to possible employers by walking into the business without an appointment.

Plan ahead of time what you will say.

1. Smile
2. Introduce yourself "I'm _____"
3. "I'm looking for a _____job"
4. "I'd like to fill out an application or talk to someone about your opening."

Remember, your objective is to get an interview.

5. "When may I have an interview"

As with all good selling, don't ask if, but when you can have an interview. It's a much more positive approach.

BEFORE YOU GO

The interview is the most important step in getting a job. You must convince the employer that you are the best person for the job. You must sell yourself!!

The two rules for selling (whether it's you or cars) are:

1. Be Positive
2. Meet the need of the buyer (employer)

To be positive means to look for and talk about the good things. Be enthusiastic, talk of what you can do, look for the good side or positive in everything. To meet the needs of your employer means you need to know what the employer wants and is looking for.

INTERVIEW TECHNIQUES (continued)

EMPLOYER'S WANTS AND NEEDS

1. EMPLOYERS NEED TO KNOW YOU WOULD BE ABLE TO DO THE JOB.

   You show this by talking about your education, skills, abilities and work experience related to the job.

2. EMPLOYERS WANT TO KNOW IF YOU ARE DEPENDABLE.

   You show this by talking about your good attendance record, being on time to interview, doing what you say you will do.

3. EMPLOYERS WANT TO KNOW THAT YOU WILL GET ALONG WITH CUSTOMERS AND OTHER EMPLOYEES.

   You show this by being friendly and cooperative, and talking about how you get along with others.

4. EMPLOYERS WANT TO KNOW IF YOU ARE AWARE OF THEIR BUSINESS AND THE WORK INVOLVED.

   You show this by preparing ahead of time. Ask questions about duties, what the company does, it's reputation, etc. Read about the company or ask for a brochure.

5. EMPLOYERS WANT TO KNOW IF YOU HAVE SOME PLANS OR GOALS FOR YOUR LIFE.

   Show you have thought about what you want to do and are taking steps to get there.

WHAT YOU NEED

1. Pen
2. Social Security Card
3. Personal Data Sheet

WHAT TO DO

1. Check your appearance - neat & clean clothes, hair clean & combed, body clean.
2. Go alone
3. Be on time - 5 min. early
4. Be courteous - Introduce yourself "I'm _____"
   Smile
   Don't chew gum or smoke
5. Stress your abilities
6. Prepare yourself by studying with the questions that follow.

INTERVIEW TECHNIQUES (continued)

PREPARING FOR THE INTERVIEW

Plan your job interview! Anticipate what the employer wants in an employee. Be positive!

		WRITE YOUR ANSWERS HERE
1.	What job do you want?	1.
2.	Why?	2.
3.	Why should I hire you?	3.

STUDY QUESTIONS

During the interview, the employer will ask you some questions. He/She will judge your potential "employability" by your answers. Study the list of frequently asked questions on the next page. Consider what you know an employer wants from an employee and write down what you would say if applying for the job.

Practice an interview in class with a friend, or with a relative. The more interviews you practice, the more comfortable you feel will and the better you will do.

INTERVIEW TECHNIQUES (continued)

MOST ASKED INTERVIEW QUESTIONS (WITH HINTS)

1. "TELL ME SOMETHING ABOUT YOURSELF"

   Keep it work ability or interest related. You might say something about your future plans and how your skills, interests and talents relate to the job. Sell yourself! Smile

2. "WHY DO YOU THINK YOU WOULD LIKE TO WORK FOR OUR COMPANY"

   You should have found out about the company ahead of time. Look for something positive to say regarding why you want to work for them. i.e. - "You have a good employee training program."

3. "WHAT TYPE OF POSITION ARE YOU LOOKING FOR?"

   Show some planning and thought. If you say "Anything", the employer will think you do not have any goals.

4. "ARE YOU LOOKING FOR PERMANENT OR TEMPORARY WORK?"

   Know the difference! If you want permanent work, say so, but tell them you'll be willing to take a temporary or part-time job to show your ability and get experience.

5. "WHAT JOBS HAVE YOU HELD AND WHY DID YOU LEAVE YOUR LAST JOB?"

   Be able to state the dates, supervisors, and duties pertaining to your previous employment. Don't speak badly about your previous job, supervisor or company. If you lost the job because of your error or theirs - show how you have learned from the experience. If the position was just for summer, explain you returned to school - Temporary work.

6. "WHAT ARE YOUR STRENGTHS AND WEAKNESSES?"

   Smile. Emphasize your strengths. If its necessary to talk about your weaknesses, remember to see them as temporary weaknesses. Tell your interviewer that you need to work on "_____".

7. "WHY SHOULD I HIRE YOU?"

   Make it work related. Relate your interests, background, experience, abilities and goals to the job.

8. "CAN YOU GET RECOMMENDATIONS FROM PREVIOUS EMPLOYERS?"

   It's to your advantage to be on good terms with your previous employer when asking for a job recommendation. Leaving a job under positive conditions is important. Don"t leave a job with bad feelings if possible. Give at least two weeks notice.

INTERVIEW TECHNIQUES (continued)

9. "WHAT ARE YOUR IDEAS ON SALARY?"

Before selling yourself too cheaply, see if you can get them to talk about the salary range. "Can you tell me your salary range?" If you have no experience, say you would be willing to start the lower end of the range.

10. "DO YOU HAVE ANY QUESTIONS?"

What are the duties of this job?
What are the hours?
Who can I ask for help if I need it?
What are the benefits?
When can I expect to hear from you about this job?

OTHER INTERVIEW QUESTIONS

1. What are your future vocational plans? What do you want to be doing in 5 years?
2. What school courses did you like best? Least? Why?
3. What qualifications do you have for his job?
4. What were your grades in school?
5. How do you spend your spare time? What are your hobbies?
6. Have you had any serious illness?
7. What was your attendance record in school?
8. What would you do if . . . ? (situation question)
9. How do you feel about working overtime?
10. When can you begin work?

INTERVIEW HINTS

1. Go to interview alone.
2. Arrive at least 5 minutes early.
3. Do not chew gum, eat, or drink during the interview.
4. Don't get annoyed or restless while waiting.
5. Smile when greeting the interviewer.
6. Don't sit down until you are asked.
7. Let the interviewer run the meeting.
8. Look directly at the interviewer when talking.
9. Don't use slang expressions.
10. Never criticize others.
11. Don't boast or beg.
12. Do not disagree with the interviewer.
13. Don't discuss personal problems.
14. Relate your qualifications and experiences readily.
15. Stress your strong points.
16. Answer questions in full sentences rather than yes or no statements.
17. Do not fidget.
18. Leave promptly when the interview is ended.
19. Show interest in the job.
20. Thank the interviewer for the chance to interview.

INTERVIEW TECHNIQUES (continued)

WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
2. Overbearing - overaggressive - superiority complex - "know-it-all".
3. Inability to communicate clearly - poor voice, diction, grammar.
4. Lack of confidence and poise - nervousness - ill-at-ease.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Overemphasis on money - interested only in the best dollar offer.
7. Poor scholastic record - just got by.
8. Unwilling to start at the bottom - expects too much too soon.
9. Makes excuses, evasiveness - hedges on unfavorable factors in records.
10. Lack of tact.
11. Lack of courtesy - ill-mannered.
12. Marked dislike for school work.
13. Lack of vitality - no pep or energy.
14. Fails to look interviewer in the eye.
15. Indecision - can't decide.
16. Sloppy application form..
17. Merely shopping around.
18. Wants the job for only a short time.
19. Lack of knowledge about job.
20. No interest in the company or in the industry.
21. Lazy
22. Inability to take criticism.
23. Lack of appreciation of the value of experience.
24. Late to interview without good reason.
25. Asks no questions about the job.
26. Limp handshake.

IX. FOLLOW-UP -THANK YOU LETTER

One of the most overlooked areas is sending a letter of appreciation after an interview. This might help you get the job, or if not this one, another job later on.

SAMPLE

4324 Birch St.
Ontario, Ca. 91761
June 23, 1987

Mr. Joseph Anderson
Ontario - Montclair School District
3122 Harbor St.
La Habra, Ca 90630

Dear Mr. Anderson:

Thank you for the interview on June 22, 1987 for the clerk position.

After discussing this job with you, I am very interested in your company and in the clerk position. I am sure my ROP class in business computers and previous working experience have prepared me for this type of job.

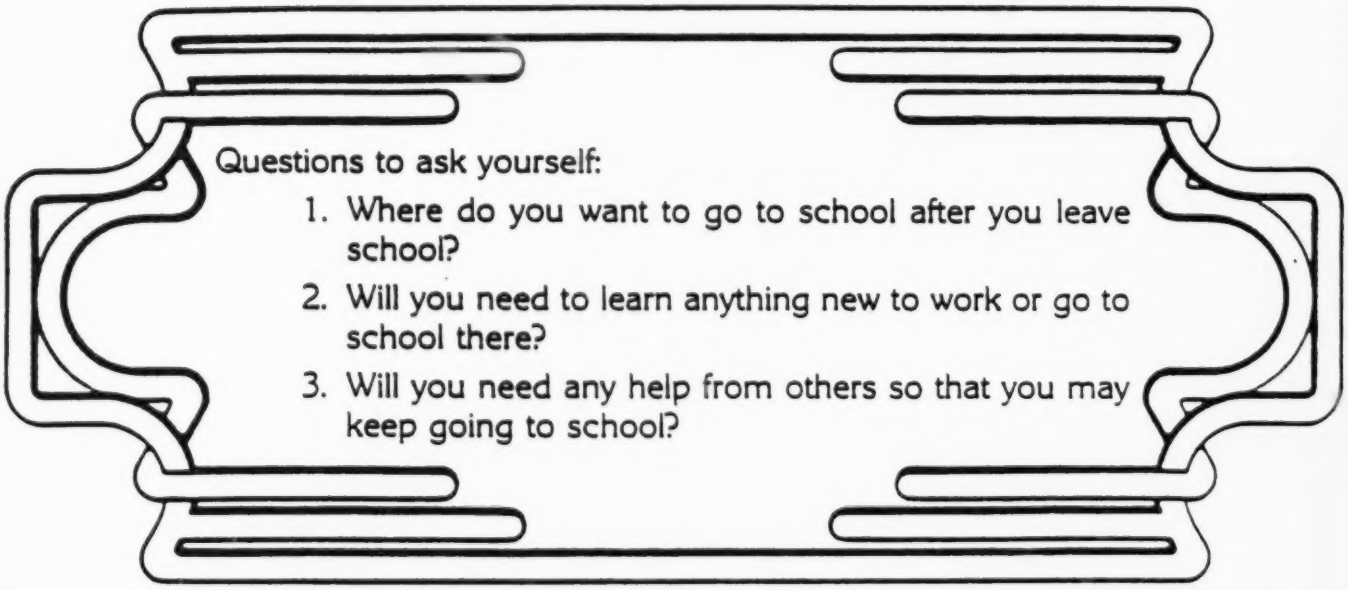
If you need any additional information, I can be reached at the above address or by telephone at (714) 781-3230.

Sincerely,

John Doe

CHAPTER FIVE

EDUCATION IS A LIFELONG PROCESS
(WAYS TO KEEP LEARNING)



Questions to ask yourself:

1. Where do you want to go to school after you leave school?
2. Will you need to learn anything new to work or go to school there?
3. Will you need any help from others so that you may keep going to school?

CHAPTER FIVE

EDUCATION IS A LIFELONG PROCESS (WAYS TO KEEP LEARNING)

For those students who will want to continue their education on a college campus, there are many choices. Community colleges are two year schools that admit any student who has been granted a high school diploma, the Proficiency Certificate, or is 18 years or older. Three types of programs are open to students attending a Community College:

1. Technical vocational educational training which prepares a student for employment in occupations requiring two years of study or less.

2. A two year career program which includes both general education and vocational education courses for which, when successfully completed, and honorable AA degree is granted.

3. Programs for the learning handicapped and developmentally disabled to assist them in the regular college classes or prepare them for independent living.

Some students may prefer to attend a four year college, transferring there after attending a community college, or starting there first. The choice is no small matter. It may impact your entire life in terms of career, friendships, etc. In California, you can choose from the California State Universities, the University of California system, or private colleges. In most instances these institutions provide special programs for the special needs populations. Refer to the Community Resource Directory or talk with a teacher or counselor for a list of the colleges in your area. Contact your high school counselor for information regarding admission requirements and financial aid.

However, other ways you can keep going to school would be to take classes through the Regional Occupational Program (ROP) or through adult school, or community sponsored classes and seminars.

CHAPTER SIX

THERE'S MORE TO LIFE!
(COMMUNITY RECREATION AND LEISURE ACTIVITIES)

Questions to ask yourself:

1. What kinds of things will you do for fun at home, in the neighborhood community?
2. Where do your friends live?
3. How will you get to see your friends?

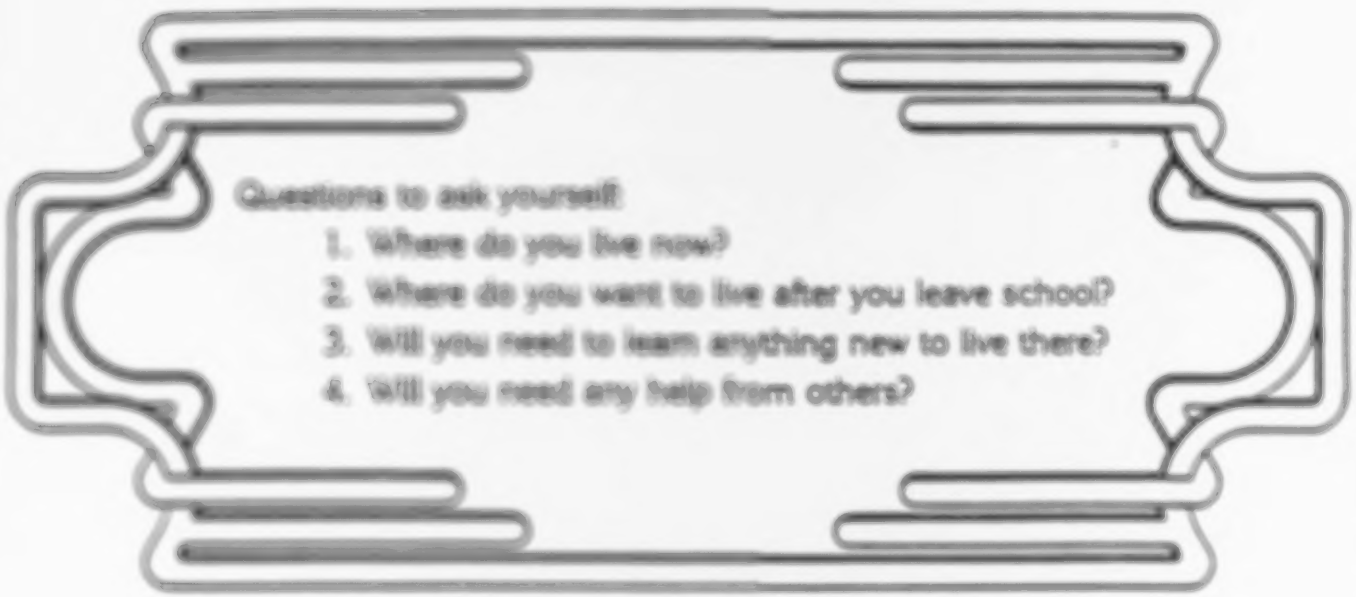
[illegible]

There's More to Life (Community Orientation and Leisure Awareness)

You have probably heard the saying, "There is more to life than work". No matter whether you have a job or you are still in school, you need to have a social life. There are many clubs and activities at your school and in the community. It is a good idea to join clubs, participate in sports, and volunteer your time. Check with your teacher and school counselor about opportunities to take part in various school clubs and activities. For a listing of community groups see the Community Resource Directory. Remember, participation in various activities often plays a part in choosing or getting a job. The Leisure Interests Profile in Chapter Two may help you choose some of your recreational interests.

CHAPTER SEVEN

ON TO INDEPENDENT LIVING
(LIVING ARRANGEMENTS, STAYING HEALTHY AND PERSONAL MANAGEMENT CONCERNS)



Questions to ask yourself:

1. Where do you live now?
2. Where do you want to live after you leave school?
3. Will you need to learn anything new to live there?
4. Will you need any help from others?

CHAPTER SEVEN

ON TO INDEPENDENT LIVING (LIVING ARRANGEMENTS, STAYING HEALTHY AND PERSONAL MANAGEMENT CONCERNS)

Where do you see yourself living? Wherever you are, you will need to know how to:

*cook
*clean
*shop
*bank
*find a doctor or a dentist
*maintain a household

To stay healthy, you need to understand your body and know how to get the right foods, exercise and rest to keep you at your best. You also need to take any medicines or use any special equipment your doctor tells you.

In setting up a new household you will need to call various utility companies. These will include: water, gas, electric, trash, and phone. In order to get around town you will need to get a driver's license or learn to use the public transportation system and get a California identification card. Other areas to consider will be: getting an apartment, buying a car and getting insurance, registering to vote, filing state and federal taxes, and obtaining a library card. Males need to remember to register with the Selective Service when they turn 18. Forms are available at your local post office. For easy reference use the Community Resource Directory or the telephone book. We have provided several sample forms.

Application for Driver License or Identification Card

(Includes Name Change)

044

DMV

A PUBLIC SERVICE AGENCY

ALL APPLICANTS PLEASE NOTE

- **Your thumbprint is required [12800(c) Vehicle Code].**
- **First time applicant must present evidence of date of birth such as a birth certificate** *(original or certified copy)* **or other legal document acceptable to the department.**
- **If you have a disability or impairment requiring assistance to complete this form or the written or oral test, please ask a DMV employee.**

COMPLETE THE APPROPRIATE SECTION(S) *(Print carefully using ink.)*

DRIVER LICENSE *Complete parts 1, 2, & 3 (also complete part 4 if applicant is under 18 years of age)* **$16.00**

TYPE OF APPLICATION *(check applicable boxes)*

☐ Original ☐ Renewal ☐ Instruction Permit ☐ Name Change

☐ Duplicate *(Check one of the following.)* ☐ Lost ☐ Stolen ☐ Mutilated *(license must be surrendered)*

Indicate desired class(es) of license *(the California Driver Handbook contains a full description of each class).*

☐ 3 Basic License ☐ 1 Any combination ☐ 4 Motorcycle ☐ 2 Buses/single vehicle with 3 or more axles

IDENTIFICATION CARD *Complete parts 1 & 3.* Check type of application: ☐ Regular **$ 6.00** ☐ Senior Citizen *(age 62 and over)* **$ 3.00**

PART 1 — ALL APPLICANTS MUST COMPLETE THIS ENTIRE SECTION

OLD DRIVER LICENSE OR I.D. CARD NO. (If any) | DAYTIME TELEPHONE NUMBER ( )

FULL NAME (First, Middle, Last)

MAILING ADDRESS | APT #

CITY | ZIP CODE

RESIDENCE ADDRESS (If different from mailing address)

CITY | ZIP CODE

SEX ☐ M ☐ F | COLOR HAIR | COLOR EYES

HEIGHT | WEIGHT | BIRTHDATE (Month/Day/Year)

ANSWER THE FOLLOWING QUESTIONS: YES NO

A. Will you be an organ donor? ☐ ☐
(A donor card and stickers will be mailed with all driver licenses and identification cards.)

B. Have you applied for any of the following during the past 12 months?
1. California Driver License ☐ ☐
2. California Instruction Permit ☐ ☐
3. California Identification Card ☐ ☐

C. Have you ever had either of the following? ☐ ☐
1. California Driver License ☐ ☐
2. California Identification Card ☐ ☐

D. Have you applied for a Calif. driver license or I.D. card under a different name within the past 7 years? ☐ ☐
If yes, print former name:

E. If you answered a B, C, or D above, give the year of expiration

PART 2 — DRIVER LICENSE OR INSTRUCTION PERMIT APPLICANTS ONLY

Write Yes or No.

1. Are you wearing contact lenses?

THE ANSWER TO ITEM (2) BELOW IS FOR THE CONFIDENTIAL USE OF THE DEPARTMENT OF MOTOR VEHICLES

2. Within the last three (3) years have you experienced a loss of consciousness or had any disease, disorder, or disability which affects your ability to exercise reasonable and ordinary control in operating a motor vehicle?

If yes, briefly explain:

3) Have you had your driving privilege or a license canceled, refused, suspended or revoked within the past seven (7) years?

If yes, briefly explain:

4) Have you held a driver license in another state or country within the past three (3) years?

If yes, complete the following: (Name of Country)

(State or Country) | (Date Issued) | (Expiration Date)

PART 3 — ALL APPLICANTS MUST COMPLETE

I hereby certify, under penalty of perjury, that all statements on this application are true, and that my birthdate is as shown on this application. *(Making a false statement on this application is punishable by imprisonment, fine or both.)*

(City) (State) (Date) (Signature of Applicant)

X

TAKE THIS COMPLETED FORM AND THE FEE TO THE APPROPRIATE STATION.

PART 4 — DRIVER LICENSE, DUPLICATE OR INSTRUCTION PERMIT APPLICANT UNDER 18 YEARS OF AGE

Before an application for a driver license can be accepted for a minor, signatures accepting liability for the minor are required. This form can be completed by the minor and signed by required persons prior to visiting the local DMV office.

AND

The minor must also have a Certificate of Completion of Driver Education, Driver Training, or Certificate of Simultaneous Enrollment in Driver Education and Training.

ACCEPTANCE OF LIABILITY

The signators certifies under penalty of perjury that:

1. He she is over the age of 18 and is a resident of the State of California.
2. He she has full custody of and consents to the issuance of an original or duplicate driver license to the applicant named herein, and
3. He she assumes the liability specified in Sections 17707 thru 17710 of the Vehicle Code.
4. All statements made on this form are true and correct.

SIGNATURES — If both parents guardians have join custody both must sign. If only one person has custody, that person should write "I have sole custody" below before signing.

MOTHER'S GUARDIAN'S SIGNATURE | DATE

X

RESIDENCE ADDRESS | DAYTIME TELEPHONE NO. ( )

CITY | ZIP CODE

FATHER'S GUARDIAN'S SIGNATURE | DATE

X

RESIDENCE ADDRESS | DAYTIME TELEPHONE NO. ( )

CITY | ZIP CODE

SAN BERNARDINO COUNTY LIBRARY

PLEASE PRINT **BORROWER'S CARD APPLICATION**

LEAVE BLANK

Dr. Lic. No. _____

SCAT

Name _____
First M.I. Last

APATID

Street Address _____ Space/ Apt. No. _____

AGENCY

P.O. Box _____ City _____ Zip _____

Phone No.
Home (____) _____ Other (____) _____ Birthdate ____/____
Month/Day

_____ _____
Signature If Under 18, Parent's Signature

PLEASE CHECK

A. Sex: ☐ Male ☐ Female
B. Age Bracket: ☐ 0-5 ☐ 6-12 ☐ 13-18 ☐ 19-22 ☐ 23-35 ☐ 36-55 ☐ 56 +
C. Miles from branch you regularly use: ☐ Less than 1 ☐ 2 ☐ 5 ☐ 10 +
D. Ethnic background: ☐ White ☐ Black ☐ Hispanic ☐ American Indian ☐ Asian
☐ Other (Specify) _____

THANK YOU FOR YOUR HELP.

SELECTIVE SERVICE SYSTEM
Registration Form

PLEASE PRINT CLEARLY

DO NOT WRITE IN THE ABOVE SPACE

2 SEX ☐ MALE ☐ FEMALE

3

WHEN BORN IN 1960 OR LATER AND WHO ARE AGE 18 THROUGH 25 ARE REQUIRED TO REGISTER.

REGISTER TO VOTE

VOTER INFORMATION

1. You must be a citizen of the United States.
2. You must be a resident of California.
3. You must be 18 years of age or older as of the day of the next election to vote.
4. You must NOT be in prison or on parole for the conviction of a felony.
5. In order to vote in any specific election you must be registered 29 days prior to that election. If your affidavit is complete, your registration is effective upon receipt by the registrar of voters; however, you should not consider yourself registered until you receive a Voter Notification Card. If you do NOT receive a Voter Notification Card call the registrar of voters.
6. If you wish to receive an absentee ballot by mail, a written application must be on file with the registrar of voters' office at least 7 days before the election. Thereafter you may apply for and vote an absentee ballot at that office either in person or through an authorized representative.
7. For elections information call the number listed below:

   Telephone: (714) 383-1811

STATE OF CALIFORNIA
COUNTY OF SAN BERNARDINO

print in ink

For U. S. Citizens Only

1 Name (First / Middle / Last) — Optional: ☐ Mr. ☐ Mrs. ☐ Miss ☐ Ms.

2 Residence (Number - Street - Apartment No.)

City / County / ZIP Code

If no street address, describe location of residence (cross street, route, box section, township, range, etc.)

3 Mailing Address (if different from residence)

City / State / ZIP Code

4 Date of Birth (Month - Day - Year)

5 Birthplace (Name of U.S. State or Foreign Country)

6 Political Party (check one)
- ☐ American Independent Party
- ☐ Democratic Party
- ☐ Libertarian Party
- ☐ Peace and Freedom Party
- ☐ Republican Party
- ☐ Decline to State
- ☐ Other (Specify): _____

7 Occupation

8 Telephone (Optional)
Area Code

9 Not Applicable in this County

PRIOR REGISTRATION Have you ever been registered to vote? Yes ☐ No ☐

If yes, complete this section to the best of your knowledge concerning your most recent registration.

Name as registered:

Former Address

City / County / State

Political Party

READ THIS STATEMENT AND WARNING PRIOR TO SIGNING

I am a citizen of the United States and will be at least 18 years of age at the time of the next election. I am not imprisoned or on parole for the conviction of a felony. I certify under penalty of perjury that the information in this affidavit is true and correct.

WARNING

Perjury is punishable by imprisonment in state prison for two, three or four years. § 126 Penal Code

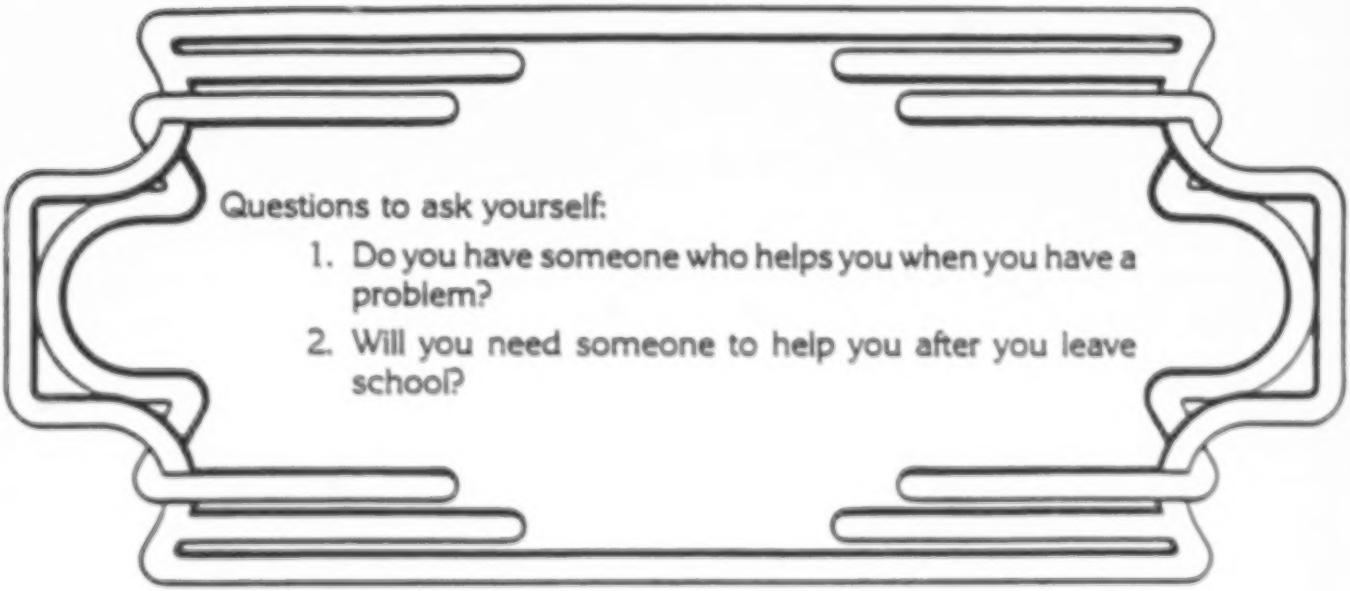
Signature / Date

Signature of person assisting (if any)

36 | 579954

CHAPTER EIGHT

RIGHTS, RESPONSIBILITIES AND ADVOCACY (WAYS TO REACH SOMEONE WHO CAN BE THERE WHEN YOU NEED THEM)



Questions to ask yourself:

1. Do you have someone who helps you when you have a problem?
2. Will you need someone to help you after you leave school?

CHAPTER EIGHT

RIGHTS, RESPONSIBILITIES AND ADVOCACY (WAYS TO REACH SOMEONE WHO CAN BE THERE WHEN YOU NEED THEM)

As a student receiving special education services, you and your parents have certain rights and responsibilities. It is important for everyone to know what those are and how they can be applied to get the most out of your school experience.

LAWS

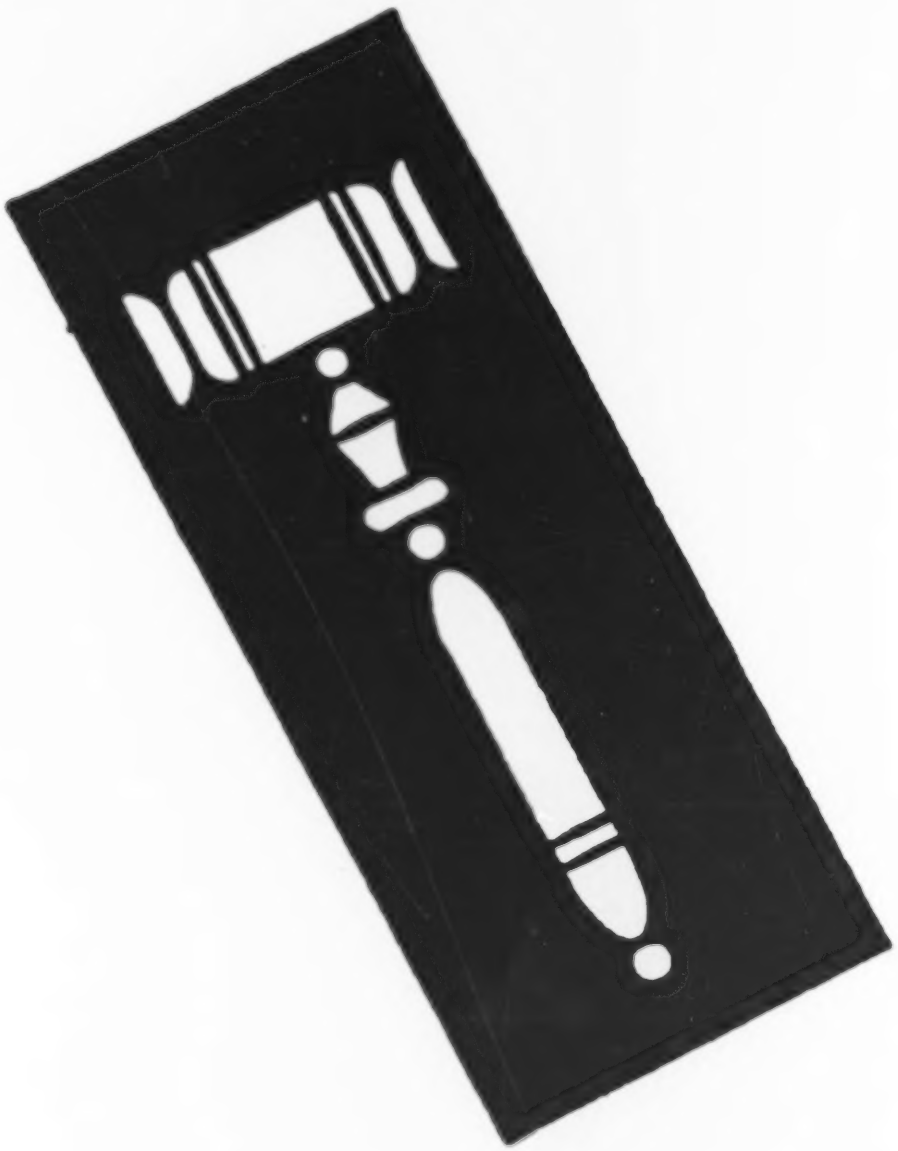
Public Law 94-142 guarantees your right to an appropriate and free education. This law also has a vocational component to be included in your Individual Education Plan (IEP) or Individual Transition Plan (ITP). This law provides for students in grades seven to twelve to receive vocational education, career education or work experience education, or any combination, to prepare you for employment, including independent living skills.

Public Law 98-199 says your education must include training and related services to assist you in the transition from high school into post-secondary education (Adult School, Community College, Trade School or University), other vocational training or competitive employment.

Public Law 93-112 can be used to help you link with the Department of Rehabilitation. Section 503 and 504 under this law protects you from not being able to hold a job because of your disability. All employers working with the federal government and some companies have "affirmative action" policies to recruit, hire, train and promote qualified workers. Remember, the key is qualified. Qualified means having the skills to do a good job.

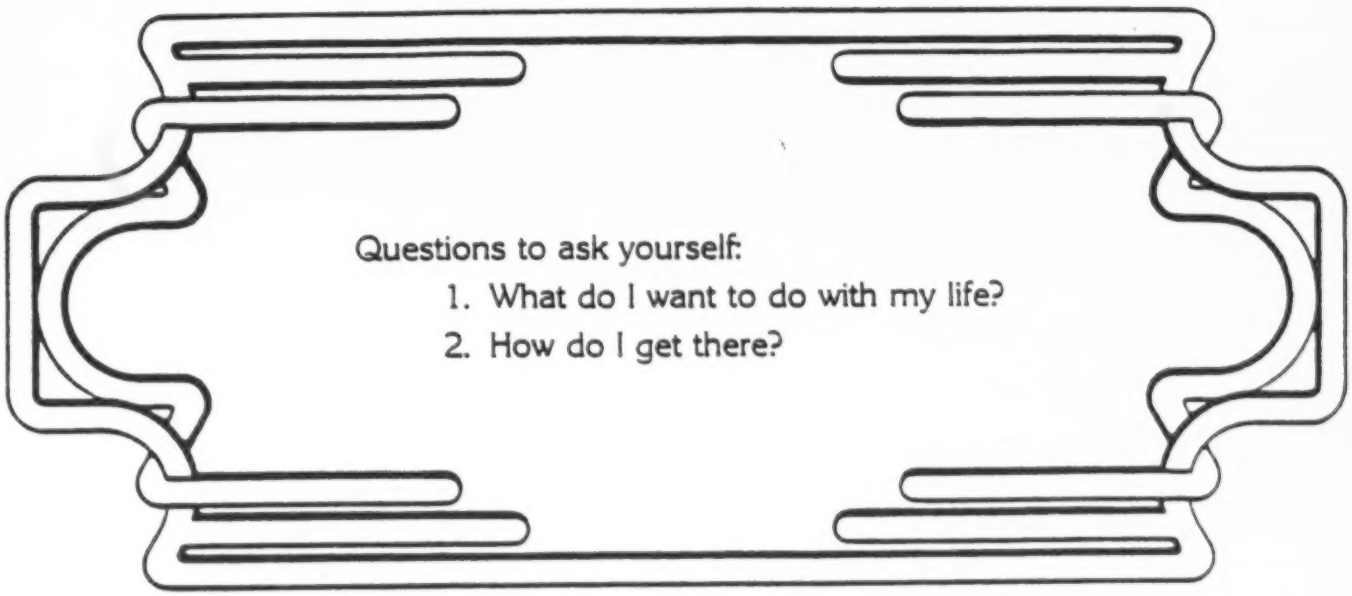
DUE PROCESS

Due Process means if you feel you are not getting equal opportunities to participate in classes and activities, then you and your parents have the right and responsibility under the law to ask for a due process hearing. For further information contact your District's Special Education office or Regional Special Education Local Plan Area.



CHAPTER NINE

BECOMING YOUR "PERSONAL BEST"
(THE OUTLINE OF YOUR TRANSITION PLAN)



Questions to ask yourself:

1. What do I want to do with my life?
2. How do I get there?

CHAPTER NINE

BECOMING YOUR "PERSONAL BEST" (THE OUTLINE OF YOUR TRANSITION PLAN)

You can use the transition plan worksheet in this chapter to help develop your individual education plan (IEP) or your individual transition plan (ITP). The IEP/ITP should be your plan to help you transition from school to adult life in the community. You'll need to work hard to improve those skills that are needed for a smooth transition.

In planning for transition, you should think about:

- Employment & Education: A place to work & train after completing school
- Living Arrangements: A place to live
- Health & Medical: Staying healthy
- Personal Management: Other training
- Family Life & Social Relationships: Doing things with other people
- Financial & Income: Money matters
- Community Recreation & Leisure Activities: Things for fun
- Advocacy, Legal & Long-term Support: Someone who can be here when you need it

Planning for transition should help you to have the best life possible! It is your right to have:

- Work that is interesting and makes you feel good about yourself.
- A place to live that lets you be as independent as you can be.
- A chance to have fun things to do with people you like to be around.
- Opportunities to be involved in activities in the community that you are interested in.
- Support from people you trust to make sure that you can always achieve your best.

G O O D L U C K !

TRANSITION PLAN WORKSHEET

What conclusions can your draw about yourself based on the sheets and surveys you have completed? Ask a person who knows you well to help you, your parents may be a good choice. It is sometimes easier for another person to see your pattern of interests than it is for you to see it.

VOCATIONAL:

1. What are my likes and dislikes? (Answer the following questions yes or no)

   A. Do I seem to prefer work with people? _____

      With ideas such as research for writing papers, science, experiments? _____

      Or with things (cars, gadgets, mechanical equipment? _____

   B. Do I prefer to work indoor or outdoors? _____

   C. Do I like to work out details and do routine work (checking long columns of figures, making inventories, etc.)? _____

      Or do I prefer a job which offers a variety of duties with fewer details (being a receptionist or an entertainer? _____

   D. Do I prefer physical activity? _____

      Or mental activity? _____

   E. Am I a natural leader (head of clubs and teams)? _____

      Or do I prefer to have someone tell me what to do? _____

2. What are my physical and mental characteristics? (Answer yes or no)

   A. Am I physically strong? _____

   B. Am I nervous? _____

   C. Do I work until a job is finished? _____

   D. Am I shy? _____

   E. Self confident? _____

   F. Do I become angry easily? _____

   G. Or am I calm, slow to anger? _____

TRANSITION PLAN WORKSHEET (continued)

5. What job areas do I need to be especially interested in? (Note: Study job areas rather than certain jobs. That way you're more likely to discover the career that's right for you.)

   a. _____

   b. _____

   c. _____

Suppose that your answers show no particular interest in any job field. This is possible; don't be discouraged.

6. What work skills do I need to improve upon to be more employable?

   a. _____

   b. _____

   c. _____

EDUCATION:

What further education will I need to go with my interests. (For example, do my hobbies, school records, reading, etc., indicate that I should or will and be interested in going to college, taking an apprenticeship training course, going to some business or technical school or just completing high school?

_____

_____

_____

_____

_____

CONSIDER OBTAINING A LICENSE WITH/FOR:

1. What are one or more of my favorite activities in each of the following areas? (Go back to the Leisure Interests Profile if necessary.)

   a. Home _____

   b. Sports _____

   c. Nature _____

E. Safeguarding _____

F. Grading _____

G. WIC & Meals _____

H. Recruitment/ Selection _____

I. Volunteer Organization _____

J. Club Participation _____

K. What steps do I need to take or things do I need to learn to be able to participate as much as these activities would like?

_____

_____

_____

_____

_____

LIVING ARRANGEMENTS:

L. Where do I need to live after I leave school?

_____

_____

_____

_____

_____

M. What steps do I need to take or things do I need to learn to enjoy to be able to live there?

_____

_____

_____

_____

_____

RIGHTS AND RESPONSIBILITIES:

5. When people can I count on to be there when I need them?

NAME PHONE NUMBER

_____

_____

_____

_____

_____

Note: You may want to put these names and numbers in your own personal telephone book.

Certificate of Completion

STUDENT MANUAL

Name

References

BECOMING EMPLOYABLE: Sally Gadberg - Tri Delpso Job Project. Anaheim Union High School.

GET THAT JOB: A STUDENT WORKBOOK IN JOB HUNTING, prepared by: Bonnie Russell.
Office of Superintendent of School/Division of Special Schools and Services, 1984.

LOOKING, LEARNING, LIVING: A CAREER DEVELOPMENT GUIDE FOR COUNSELORS AND TEACHERS, prepared by: Bob Clouts, Dolores Hoover, and Nancy Mallinger-Calvino, San Bernardino County Superintendent of Schools Office, ESEA IV-B, 1979.

PATHWAYS TO YOUR FUTURE: Written and compiled by Linda Williams, Rubidoux High School, Riverside, California, 1986.

PERSONALITY QUOTIENT RATING CHART, Susan Franklin, Chino Unified School District.

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